Ed
Service Paper
McDonald, L.K.
1946
C.2

3207 B

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Paper

WORKBOOK OF EXERCISES FOR TEACHING OUTLINING

Submitted by

Loretta Katherine McDonald
(B. S. E., Boston University, 1935)

5011

In partial fulfillment of requirements for
the degree of Master of Education

1946

First Reader: Donald D. Durrell, Professor of Education
Second Reader: Helen A. Murphy, Assistant Professor of Education

Boston University
School of Education
Library

School of Education
Feb. 14, 1955
H 3225
0.2

EdM
1946
mcd
copy 1

TABLE OF CONTENTS

	Acknowledgment	ii
	Introduction	iii
I	Summary of Previous Research	1
II	Development of Exercises for Teaching Outlining	29
III	Exercises for Teaching Outlining	62
IV	Summary and Conclusions	103
V	Bibliography	105

ACKNOWLEDGMENT

The writer acknowledges with grateful appreciation the invaluable assistance and encouragement of Doctor Helen A. Murphy of Boston University.

INTRODUCTION

The following study is an attempt to provide a practical means of assisting sixth grade children in learning how to make and use outlines. This skill is necessary for effective work in the various fields of the language arts, the social studies and the sciences. A series of exercises, graded in difficulty have been designed to develop and give practice in the various steps to outlining.

Chapter I

Summary of Previous Research

Research in the field of outlining has been limited. Germane 1/ says "From a psychological point of view, training in the organization of subject-matter is urged because it requires the pupil to analyze, select, and synthesize. It requires much concentration, judgment, evaluation, and association and is considered one good test of general intelligence. Organization is a great aid to memory or retention. To the degree that a lesson or discussion is well organized, to that degree each minor point is seen in its proper relation to the major idea, and each major thought in its relation to the whole.....

Nor is the ability to organize of secondary importance when considered from the sociological point of view. How many men and women are failing in their several vocations every day, not so much because of some defect in personality, but because organization is sadly lacking in every proposition which they set forth? The fundamental principle in public speaking is organization".

1/ Germane, C. E. and Germane, E. G. — Silent Reading - pp. 68-69, Row, Peterson and Company, New York, 1922

He [2] conducted experiments from which he concluded that "grade pupils deplorably lack the ability to organize what they read. One of these was conducted in grades five to nine, inclusive, of the elementary and junior high schools of the State University of Iowa, with this problem in mind: What is the value of making a summary-outline of an article as compared with the results to be obtained by re-reading the article? The pupils in the grades mentioned were divided into two groups on the basis of their intelligence quotients. Each section was given a nine-page article on hygiene to study for thirty minutes. One section was asked to read the article through once, then to make a summary-outline of the main points. The pupils were allowed to refer to the article as often as necessary when making their outlines. The other section was asked to re-read the article as many times as possible during the thirty-minute period. At the conclusion of the period both sections were given the same quiz for fifteen minutes".

He found that "the group which re-read the article showed a superiority of from 4.4 per cent to 20.4 per cent over the other pupils. Papers of the pupils who wrote summary-outlines revealed a failure to discriminate between points of major and minor importance, and waste of time in writing verbose statements where a

2/ Germane, C. E. op. cit. pp. 71-72
Germane, E. G.

word or phrase would have sufficed.....

The data obtained by this experiment also indicates that making summary-outlines as a preparation for the lesson is not an economical method of study for pupils who have not been trained in organization".

Crawford 3/ conducted an experiment with 346 college students. His findings showed similar results. He found that there were no significant differences between outlining and re-reading as a means of preparation for a test, and yet outlining required about twice as much time as re-reading once.

"Summary of Findings

1. Three time-limit experiments failed to show significant differences between reading and outlining as to number of ideas recalled and reproduced in the essay test.
2. Two work-limit experiments revealed that reading twice and outlining were almost exactly equal and that neither of these was significantly better than reading once, as measured by the essay test.
3. The work-limit experiments showed exactly the same results when measured by the true-false test as when

3/ Crawford, C. C. "Relative Value Of Reading And Outlining As Methods Of Study" Educational Method: Vol. 8, pp. 434-438. May, 1929

measured by the essay test.

4. The lack of significant differences between the three methods is not due to a lack of learning by any of them, since each method reveals significant superiority over the results of the "no-study" group.
5. Outlining requires approximately twice as much time as reading once, and slightly more time than reading twice".

He says that his findings may have been influenced by the fact that the tests were given immediately following the reading period, and that tests given after a considerable time had elapsed between the reading period and the test period might tell a different story.

He also states, "These experiments do not take into account the results of using outlines after they have been made. They may considerably be so valuable after they are once made as to warrant their being made in spite of initial returns".

Stone 4/ writes, "One cause of failure in adequate understanding in reading is not in comprehending the organization of the text. Many times pupils do not understand the plan of headings and subheadings. In the reading instruction there should be exercises in

4/ Stone, C. R. Silent And Oral Reading pp. 183-184 Houghton Mifflin Company, Boston, 1922

outlining, and in selecting the central thought, leading ideas, key sentences, appropriate topical headings for paragraphs or divisions, and significant or climax paragraphs or chapters".

He suggests that, "There should be some reading lessons of this sort in every term's work in the fourth and fifth grades. Some bright third-grade classes may be able to make a beginning. The teacher will need to use skill in selecting suitable essay material for this, and in making a preliminary outline herself".

It is generally recognized that for the immature student, and often for the mature student, outlining is a difficult procedure. Therefore, the material to be outlined must be selected with care.

On this point Stone 5/ says, "The necessity of distinguishing between leading ideas and subordinate ones makes outlining difficult for immature students. The lower the grade the more important it is to select material that easily outlines, and the simpler should be the outline".

McClusky and Dolch 6/ observed that college "students had never been taught to make note of the structure of the text

5/ Stone, C. R. op. cit. pp. 184-185

6/ McClusky, F. D.
Dolch, E. W. "A Study Outline Test"
The School Review: Vol. 32, pp 757-772
December, 1924

materials which they were studying. Others had been taught to depend on their own reactions to the text for the determination of what was of importance and what was not of importance". In other words they were criticizing the author's reasoning without being able to follow the structure of that reasoning.....

Their tests showed that "(a) Few university students were able to outline with complete accuracy the thought structure of the test material even in its easiest form...; (b) with the thought structure remaining identical but with less mechanical indication of it, the performance of the whole group grew markedly worse....; (c) diagnostic scoring.....shows that students need to be taught the mere mechanical form of outlining and to be trained in distinguishing between essential ideas and explanatory material and in detecting relationships of subordination and co-ordination in an author's thought; (d) both gross scoring of the three variations of the text and analysis of the types of errors indicate that the most outstanding single defect in students' preparation for analytical study is their inability to note and interpret the author's efforts to point out by mechanical means the organization of his thought".

These authors constructed a test "which would measure and diagnose the ability of students to find and indicate the structure of an author's thought".

They found "that students need to be taught the mere

mechanical form of outlining and to be trained in distinguishing between essential ideas and explanatory material and in detecting relationships of subordination and co-ordination in an author's thought".

Anderson and Davidson 7/ state their views on outlining as a reading objective. They say that "After pupils have received some training in the selection of the essential ideas or central thought of a paragraph or description, they should be taught to pick out the supporting details by which the heights of thought are approached and which give them substance. This is done by training children in outlining. Here they are taught to distinguish between main headings and subheads and to tabulate data from sources which bear upon a point under discussion. Careful instruction planned by short steps is necessary to develop in pupils the ability to outline paragraphs and selections".

Gist and King 8/ express the thought that outlining should be a topic for class discussion during the period following the study period, and say, "Pupils not only need training in the selection of the central thought or main idea, but they also need training in the

7/ Anderson, C. J. Davidson, I. — Reading Objectives page 267 Laurel Book Co., New York, 1925

8/ Gist, A. S. — The Teaching And Supervision Of Reading-Page 131 Charles Scribner's Sons, Boston, 1927

organization of major topics found in their reading.....Class discussion following (such) a study period is valuable as the members of the class can then exchange and evaluate points discovered".

Goodykoontz[9] gives in outline form, a plan for teaching pupils to organize what they read. The plan follows:

"I Analyzing What Is Read

A Finding the principle ideas

Lesson Type 1. Matching question with answering paragraphs. Select several consecutive paragraphs in a text and have pupils number them. On the blackboard place questions which the paragraphs answer, one key question for each paragraph. Have pupils match each question with the paragraph which answers it, and then answer the question by reading carefully.

Lesson Type 2. Asking key questions

After selecting and numbering several consecutive paragraphs in a text, allow the pupils to state the key questions which each paragraph answers.

9/ Goodykoontz, B. "Teaching Pupils To Organize What They Read" The Elementary English Review: Vol. 7, pp. 87-93. April, 1930.

Lesson Type 3. Matching titles or paragraph headings with paragraphs

Lesson Type 4. Naming paragraphs

Lesson Type 5. Improving paragraph headings

Lesson Type 6. Finding a keynote sentence in a paragraph

Lesson Type 7. Recognizing the climax in a story

Lesson Type 8. Taking running notes

B Recognizing the relation of ideas to each other.

Lesson Type 9. Anticipating the content of a chapter

Lesson Type 10. Arranging ideas in order

(a) In reading a story, list events in the order of occurrence.

(b) In reading an historical account, list events chronologically.

(c) In reading an argument, list the author's points in the order of weight or importance.

(d) In reading a description of a process...., or of a place..., or of a person..., list the points in order as developed by the author.

Lesson Type 11. Classifying or grouping ideas

Lesson Type 12. Grouping paragraphs around main points

Lesson Type 13. Locating subordinate or supporting points

Lesson Type 14. Completing a skeleton outline

Lesson Type 15. Making an outline

II Synthesizing The Important Ideas For Use

Lesson Type 16. Reproducing from an outline or from notes

Lesson Type 17. Securing material in answer to a problem

Lesson Type 18. Summarizing material

Before pupils can be taught to organize they must be able to understand what they read. McKee[10/] reports, "Comprehension is basic to the ability to organize. Obviously a given reader cannot organize the material he reads until he can first understand what it means.....

The job of teaching the ability to organize must be considered as an instructional activity in addition to comprehension".

However, pupils must possess other abilities in addition to that of comprehension if they are to organize successfully.

McKee[11/] lists these general abilities as essentials before organizing can be taught.

10/ McKee, P. Reading And Literature In The Elementary School- Page 407
Houghton Mifflin Company, Boston, 1934

11/ McKee, P. op. cit. Page 408

" 1. The ability to determine the main topic of a paragraph.

2. The ability to determine the main topic of material more than one paragraph in length.

3. The ability to see relationships.

4. The ability to discard irrelevant or unimportant items.

5. The ability to take notes.

6. The ability to underline.

7. The ability to outline.

8. The ability to make a summary.

9. The ability to determine the main ideas in an extended selection.

10. The ability to arrange ideas in proper order.

11. The ability to make a bibliography."

He 12/ lists these specific abilities involved in outlining material read:

" 1. A knowledge of the purpose and value of outlining.

2. A knowledge of one good form of outlining.

3. The ability to determine the appropriateness of one idea to another.

4. The ability to omit insignificant details.

5. The ability to arrange ideas in proper sequence.

6. A knowledge of the punctuation in outlining.

12/ McKee, P. op. cit. pp. 409-411

7. A knowledge of how to state an idea in outline form.
8. The ability to determine the main topic of a paragraph.
9. The ability to determine the title of a selection of more than one paragraph in length.
10. The ability to determine the sub-headings in a paragraph.
11. The ability to determine the sub-topics in a paragraph.
12. The ability to determine the sub-headings in material of more than one paragraph in length.
13. The ability to determine the sub-topics in material of more than one paragraph in length.
14. A knowledge of the meaning of such terms as "topic", "heading", "major", "main", "sub", "subordinate", "coordinate", "irrelevant", "sequence", "indent".
15. The ability to recognize in a paragraph or material of greater length digressions from the main topic.
16. A knowledge of when to make an outline.
17. A knowledge of how to verify an outline made.
18. The habit of making an outline when needed.
19. The ability to determine the main topics in material of more than one paragraph."

He[13] suggests that the teaching of outlining should represent a continuous process beginning in the first grade, where

13/ McKee, P. op. cit. pp. 410-411

certain foundational abilities will be taught, and continuing through the sixth grade where the more difficult abilities are presented and practiced. It is not enough to expose the child to such teaching. He must have very frequent practice if the habits he has established are going to be of any practical use to him in later school years and when he is out of school.

He 14/ concludes that "When the pupil has become acquainted with the ability to be learned, systematic drill exercises must be employed as an aid in getting the ability established. These drill exercises represent the second type of teaching needed.

Finally, when the pupil has acquired through drill some amount of skill in the organization ability to be learned, opportunity must be provided for him to use this ability in other school work..... This third type of teaching can take place best through the teaching of the content subjects".

Dewey 15/ says the ability to organize is basic to good

14/ McKee, P. op. cit. page 413

15/ Dewey, J. How We Think-pp. 46-47
D. C. Heath and Co., Boston, 1933

thinking. Thorndike[16] states that "Understanding a paragraph is like solving a problem in mathematics. It consists in selecting the right elements of the situation and putting them together in the right relations, and also with the right amount of weight or influence or force for each". Salisbury[17] reports that careful training in the psychological steps in organization brings improvement in the ability to solve reasoning problems.

When a person reads for a definite purpose, it is often necessary for him to organize that which he reads into an outline which he can use. McKee[18] writes, "One of the most frequent and crucial reading activities in which people engage both inside and outside the school is that in which factual material must be digested and manipulated in terms of a definite purpose. All real study by means of reading is of this type. Involved in this procedure are such fundamental activities as locating information to be read, determining the

16/ Thorndike, E. L. "Reading As Reasoning" Journal of Educational Psychology: Vol. 8: pp. 323-332, June, 1917

17/ Salisbury, R. "A Study Of The Transfer Effects Of Training In Logical Organization". Journal of Educational Research: Vol. 28: pp. 241-254, December, 1934

18/ McKee, P. "Certain Matters Of Importance In The Teaching Of Reading". Elementary English Review: Vol. 14: pp.-115-151: April, 1937

appropriateness of material read to the problem at hand, organizing what is read into useful outlines and summaries, and the selection of items to be retained for a given purpose".

According to Frederick, Ragsdale and Salisbury[19] "Studying with comprehension means the ability to follow a sequence of ideas rather than merely to recollect isolated facts. A reader or listener does not "understand" another's thought unless he sees the sequence, the plan, the pattern. Intelligent transfer of thought, then, presupposes the ability to detect thought patterns".

Using "outlines induce mastery".

Durrell[20] says that of the three separate divisions of study skills, "The first category, thorough reading, includes most of the titles listed under study skills. Such things as following directions, noting details, ability to select major and minor topics, the organization of ideas, etc., are merely steps in the child's ability to understand clearly what the author has written".

19/ Frederick, R. W. Ragsdale, C. E. Salisbury, R. — Directing Learning-page 418 D. Appleton-Century Company Incorporated New York, 1938

20/ Durrell, D. D. — "Basic Abilities In Intermediate Grade Reading" Education: Vol. 59: pp. 45-50; September, 1938

McDowell and Anderson[21] tested the ability of pupils to outline and concluded that, "Ability to outline depends essentially on skill in organizing content under logical headings. That is to say, the pupil must recognize the major divisions of content in a selection that he has read and must be able to arrange under the appropriate major headings such points as are subordinate".

Strang[22] says, "One of the best indications of a student's maturity in study and reading is his independence in deciding what to remember".

Leary and Gray[23] report that, "For greatest usefulness, the facts and ideas gained from reading should be organized according to a particular pattern. They may be put into an outline which shows the author's main thought and related ideas by topics or sentences,

21/ McDowell, J. G. Anderson, H. R. "Testing The Abilities Of Pupils To Outline" School Review: Vol. 46: pp. 48-56. January, 1938.

22/ Strang, R. Problems In The Improvement Of Reading In High School And College-Page 49 Lancaster Pa. Science Press Printing Company, 1938.

23/ Leary, B. E. Gray, W. S. "Reading Problems In Content Fields" Reading In General Education: pp. 125-126. American Council On Education, Washington, D. C., 1940.

according to the principle of time, place, contrast, or arbitrary sequence. Again, they may be summarized in brief sentences or paragraphs that express the essential thought of a selection. Either type of organization involves a number of activities—taking stock of what is read, distinguishing important from incidental facts, looking for and integrating related facts,....and "boiling them" into a few words—all of which are believed to aid in following the author's pattern of thinking, and in understanding and remembering what is read".

Durrell 24/ suggests outlining as a valuable aid in the development of thorough reading and recall.

Bond and Bond 25/ found through experience that high school and college students lack the ability to organize. On these levels it is especially important that people be able to put down their thoughts in systematic order. They point out that "Ability to organize is that type of reading comprehension which places special emphasis upon understanding the arrangement of the thought in the passage. It makes

24/ Durrell, D. D. — Improvement Of Basic Reading Abilities
Page 234
World Book Company, Yonkers-on-Hudson
New York, 1940

25/ Bond, G. L.
Bond, E. — Developmental Reading In High School
pp. 85-86
The MacMillan Company, New York, 1941

possible the establishment of the sequence or of the interrelationship between the ideas presented.

The better understanding of the relationship between various ideas which are used in the presentation of a topic gives a more complete grasp of the subject under discussion and enables the reader to retain for a longer period of time its salient points.

.....

Reading to appreciate the general significance of a passage should usually precede any attempt of the student to organize it. When the general significance of the material is understood, the student may re-read it for the purpose of establishing for himself some sort of sequence which the thought of the passage presents".

Occasionally authors through sectional headings give students clues as to when a new topic is being introduced. Smith 26/ says of such help, "Learning to see the major topics as major and the minor topics as minor, not only through the process of thinking, but through aids furnished by the author, such as size and kind of type used in sectional headings is basic to learning through reading".

26/ Smith, D. V. "What Shall We Do About English Today?" Elementary English Review: Vol. 19: pp. 245-246 November, 1942

Horn[27] asserts that among the knowledges and abilities a student must use to gain an intelligent grasp of a certain situation is the ability "to organize the information and ideas he has obtained. .....This involves the recognition of main and subordinate ideas, the ability to make an outline and to make summaries and generalizations".

Broome[28] and others also hold that certain reading skills must be attained before the student is successful in organizing material which he has read. They say, "The ability to read and comprehend and to organize material that is read is based upon the skills of reading for total meaning, reading for central thought, and reading to comprehend factual information. Before the pupil is able to master the more difficult phases of organization, such as outlining and summarizing, he must be master of those fundamental reading skills (that were mentioned above), because they are the basis of organization".

27/ Horn, E. "What Shall We Do About English Today?" Elementary English Review: Vol. 19: Page 238 November, 1942

28/ Broome, M. E.
Duncan, M. A. A.
Emig, D.
Steuber, J.
Effective Reading Instruction In The Elementary School-Page 214
McGraw-Hill Book Company, New York, 1942

Broome[29] and others also suggest that, "Many of the devices for developing those skills should be used as preliminary exercises in the development of the ability to organize material that is read. Exercises that may be used to develop the technique of organization are as follows:

1. Exercises in which the pupil reads to eliminate irrelevant ideas. These ideas may be expressed in words, in phrases, or in sentences.
2. Exercises in which the pupil rearranges scrambled words or sentences.
3. Exercises in which the pupil reads to arrange ideas in proper sequence.
4. Exercises in which the pupil reads to arrange words, ideas, or parts of a selection under appropriate headings.
5. Exercises in which the pupil reads to determine main ideas, to discover topic sentences, to choose paragraph headings, and the like.
6. Exercises in which the pupil reads to discover details that support main ideas.

29/ Broome, M. E.
Duncan, M. A. A.
Emig, D.
Steuber, J.
op. cit. Page 325

7. Exercises in which the pupil learns the mechanics of outlining.
8. Exercises in which the pupil reads to select materials for summarizing, for writing book reports, for reviewing, for making oral reports, and the like.
9. Exercises in which the pupil rewrites or arranges stories for dramatization".

Betts[30] suggests that "Information can be organized in a number of ways, depending upon the needs in the situation and the language abilities of the learners". He also thinks that one and two point outlines for relating main ideas and supporting details are often needed in the primary grades.

Traxler[31] says that all teachers can contribute to the improvement of study by being "alert to opportunities to teach work-type reading skills, such as selecting main ideas, outlining, note-taking, skimming and reviewing. All these skills have one factor in common--the ability....to separate that which is important enough to

30/ Betts, E. A. "Developing Basic Reading Abilities" Elementary English Review: Vol. 20: pp. 319-320. December, 1943

31/ Traxler, A. E. "The Improvement Of Study" The School Review: Vol. 53: pp. 281-293. May, 1945

be retained....from that which is subordinate, detailed, and comparatively trivial. This selective ability and the application of it is probably one of the two most important distinguishing characteristics of mature study".

Yoakam[32] reports that "In addition to basic reading skills—recognition, comprehension, and retention there are complex skills chiefly used in the curriculum fields which must be developed. These are:

(a) location-use of indexes, table of contents, and other aids to finding materials

(b) organization-the selection and evaluation of ideas for specific purposes

(c) the use of ideas in oral and written expression, in the solving of problems, and the carrying out of projects and activities".

He states, too, that "attention should be given to the pupil's ability to read independently, to the development of new meanings, and to his ability to select, organize, and to retain ideas".

31/ Traxler, A. E. "The Improvement Of Study" The School Review: Vol. 53: pp. 281-293. May, 1945

32/ Yoakam, G. A. "Essential Relationships Between Reading And The Subject Fields Or Areas Of The Curriculum" Journal of Educational Research: Vol. 38, pp. 462-469. February, 1945

While research in the field of outlining has been limited, there appears to be a still greater dearth of material which actually helps us in making an outline or in teaching others how to make an outline. Only a comparatively few writers have delved into the actual making of an outline.

Brooks [33] gives us a few suggestions when he writes, "Teachers sometimes tell children who have much difficulty in grasping the central ideas, the number of main points in each topic and the pupils see if they can find them. The differences in the points selected by different pupils are made the basis of class discussion which often results in group agreement upon the chief ideas in each topic. From this discussion the pupil may see his mistake".

McMillin [34] says, "Outlining makes for good study habits. It helps the pupil to fix facts in his memory. He does not easily forget a chapter that he has outlined. Moreover, he learns to measure the relative importance of ideas. Unconsciously he begins to say to himself, This is important. I must remember it. But that isn't so important--not worth remembering.

33/ Brooks, F. D. — The Applied Psychology Of Reading-Page 219
D. Appleton and Company, New York, 1926

34/ McMillin, M. — "How To Make An Outline"
The Instructor: Vol. 54: page 14
February, 1945

McMillin further states that "By-products of outlining which are worth-while in themselves are improved handwriting, increased neatness, and greater capacity for taking pains. An outline should be an example of careful organization".

Salisbury 35/ in an experiment with junior and senior high school pupils of the seventh, ninth, and twelfth grades reports that thirty lessons in outlining and summarizing brought decided improvement in reading, in ability to solve reasoning problems, and in achievement in either written or mental outlining as well as improved general scholarship in content subjects.

Harris 36/ gives the following suggestions for the teaching of outlining: "The first step is to give practice in locating the central idea of the whole selection. Next exercises in locating the main idea of a paragraph should be provided. The pupil's attention should be called to the significance of headings, marginal notes, and italicized statements. After the pupil has developed proficiency at finding the central idea, he should be given practice in selecting the sub-headings. At the beginning it is often advisable to give some

35/ Salisbury, R. "Some Effects Of Training In Outlining" The English Journal: Vol. 24: pp. 111-116. February, 1935

36/ Harris, A. J. How To Increase Reading Ability-Page 300 Longmans, Green and Co., New York, 1940

help by writing in the first sub-heading and telling the pupil how many there should be. The amount of help can be reduced as it becomes less necessary. Training in the making of formal outlines is desirable because it enforces careful analysis of the reading matter".

Kremer [37] says, "Since much of the material in textbooks and commonly used references is well organized, pupils can make more effective use of it if they detect the author's plan of organization, extract and organize the facts, and then reorganize the material to suit their own purposes. This calls for the identification of materials whose interpretation can be expedited by outlining. When material is "sized up" to determine its suitability for outlining, the title, marginal headings and topic sentences are scanned to ascertain the ideas which the author is presenting and the order in which these items are introduced.

In making any type of outline for factual material, many teachers request pupils to begin with a simple statement of their problem or purpose for reading either orally or, preferably in written form. For material in which it is apparent that there is a logical arrangement of ideas, the pupil may be asked to jot down the key word

37/ Kremer, J. "Recognizing Type Of Material, Writer's Tone, And Purpose Of Reading: In The Middle Grades" Reading In Relation To Experience And Language in Conference On Reading: Vol. 6: pp. 120-123 December, 1944

for each paragraph. This may then be written as a more comprehensive statement of the main idea. For each idea he will then try to find less important but related ones. If the pupil is reading history, he should know that historians frequently assemble their materials in chronological order. This being true, he can scan the selection to see if dates or periods of time appear to be the skeleton to which the author relates his facts. An outline can be built about this sequence by formulating statements which give the important fact associated with each date or period. If dates or time periods do not appear in the content, he may scan the selection to ascertain if it gives a series of related incidents or the unfolding of steps in the development of plan or an idea which would resemble the structure of a pas - sage giving a chronology of events".

Especially helpful to the new teacher is McMillin's[38] guide for teaching a class, on the elementary school level, how to make an outline. "Pupils in the middle and upper grades should be able to construct a simple outline. In teaching them how, almost any text or other nonfiction book may be utilized if it is on their grade level.

First, the teacher selects, from the pupils' own book, a simple story or an article having easy vocabulary. She reads the first paragraph aloud, each pupil following the reading in his own copy.

38/ McMillin, M. op. cit. page 14

Then she says, "Let's try to select the main idea in this paragraph, and state it in a short, simple, thought-packed sentence. Are there any volunteers?"

She goes on to say that "All should be encouraged, but the weaknesses should be pointed out frankly.

It is a good plan to make the first outline a class activity, with a pupil who writes rapidly and well at the blackboard as secretary."

Burkart 39/ considers that "Research reading is applied reading, for it involves not only the accumulation of facts and ideas from reading materials, but also the organization of these facts for the purpose of using them toward a definite end".

Oftentimes it is necessary for the reader to rearrange the topics as given by the author into a form which will be more usable for him. When he does this he is organizing the material to fit his own needs. Bond and Bond 40/ write, "Reading to organize is frequently more

39/ Burkart, K. H. "An Analysis Of Reading Abilities" Journal of Educational Research: Vol. 38: pp. 430-439. February, 1945

40/ Bond, G. L. Bond, E. Teaching The Child To Read-pp. 232-233 The Macmillan Company, New York, 1943

than mere outlining. When the child sets down under major topics the subtopics in the order given in the passage, he may be said to be outlining that passage. But when he rearranges the topics and subtopics of a passage in their order of importance to him, or when he changes the author's organization in any way, he is doing more than mere outlining. He is organizing the material to fit his purpose rather than to follow the author's purpose. The ability to organize grows out of the need to assemble material read to meet a real purpose.....

Outlining does give experience in following the author's logical sequence".

As a result of the findings of these various authors we may conclude that there is a definite need for the teaching of outlining. This study is an attempt to provide practical teaching exercises which will enable students to construct an outline.

CHAPTER II

Development of Exercises for Teaching Outlining

This Workbook of Exercises for Teaching Outlining was developed to meet the needs of sixth grade children. The vocabulary of the first two exercises was checked with the Durrell-Sullivan[41] Reading Vocabularies For Grades Four, Five and Six and Durrell's Remedial-Reading Vocabulary for Primary Grades. Exercises three and four were checked with the word list compiled by Buckingham and Dolch.[42] The vocabulary of the remainder of the exercises was selected by the author who has had many years experience in teaching children on this grade level.

The exercises are graded in difficulty and progress from simple to difficult material. The following study skills were used:

41/ Durrell, D. D. op. cit. pp. 345-388

42/ Buckingham, B. R.
Dolch, E. W. A Combined Word List
Ginn and Company, Boston, 1936

BOSTON UNIV. SCHOOL

1. Placing words in proper classification
2. Arranging words in alphabetical order
3. Matching headlines and paragraphs
4. Matching topics and paragraphs
5. Selecting topic sentences
6. Selecting summarizing sentences
7. Choosing best telegrams
8. Arranging ideas in order
9. Placing minor ideas under major ideas
10. Arranging minor ideas in order
11. Arranging major ideas and minor ideas in order
12. Writing articles from given outlines

A preliminary try-out of the exercises was given to a sixth grade class to determine the interest of the children in the exercises and to determine the degree of difficulty of the exercises. Also, the author wished to determine the approximate number of exercises of a kind necessary to fix a certain skill. As a result of this trial some exercises were eliminated, some exercises were revised and new exercises were added.

On the pages immediately following are to be found examples of such revisions.

In an exercise similar to exercise three these words were listed: sweet peas

tomatoes

honeysuckle

lilies

The word "sweet peas" was to be underlined. The author found this flower name very confusing to the children and so a substitution was necessary.

Exercise five was revised in order to present to the children the names of birds which were more familiar to them.

One of the exercises which was eliminated was the fifth in the first set. The exercise follows:

> You are a reporter writing up an incident at the railroad station. Read the story below. Then write the words which describe the old lady in the list headed <u>old</u> and the words which describe the girl in the list headed <u>young</u>.
>
> Joan, a young girl of ten, was most anxious to meet her great grandmother at the railroad station. In order to be there on time she had to hurry. As she rushed into the station, her brown wavy hair curling about her

round, rosy cheeks she was met by her father who told her that the train was just arriving. With a quick, buoyant step she approached the elderly gray-haired lady who was descending slowly from the train with faltering steps. Her pale blue eyes were deeply set in a tiny, delicately drawn face. She was overjoyed at meeting Joan and extended her frail hand on which the dry, wrinkled skin was such a contrast to Joan's smooth, firm skin. Then Joan's father stepped forward and gently led the fragile old lady to the waiting taxi.

OLD YOUNG

When this exercise was discussed with the children, the author found that several words which were associated by the author with elderly people did not have the associations as far as the children were concerned. For example, the author associated the word "fragile" with an elderly lady, while many of the children connected that word with a delicate child. Also, some children knew of some elderly women who had round, rosy cheeks and so those adjectives could not be used.

Another exercise, early on the original plan, was connected with Singing Words Sad Words Scarey Words. The exercise proved unsatisfactory for two reasons, (1) poor arrangement of words and (2) because of the inclusion in the list of words

which to different children had different meanings. The original exercise follows:

Study the words listed below. Then write them under the proper heading.

ghostly, gay, happy, abandoned, moor, hoot, eery, tearful, tragic, weird, cheery, mournful, gleeful, gloomy, weeping, unbearable, sorrowful, deathly, haunted, spooky, merrily, rejoicing, creepy, worried, cheerful, ghastly, crying, glad, unhappy, dreary, jolly, merry, moaning.

Singing Words	Sad Words	Scarey Words

The revised exercise is exercise six.

The author found that two exercises for finding the best headline were insufficient and so four additional ones were constructed.

One exercise in sending a cable or telegram was found inadequate and so two more exercises of this type were added.

The subject-matter of the lessons is varied so that it will be of interest to a greater number of children. Such topics as sports, animals, travel, airplanes and social studies are included.

The exercises were given to the children in response to a definite need felt by the group. During the course of the reading instruction the children were asked to make an outline of a given

story. This, they found they were unable to do. The author suggested that they learn to make an outline and the suggestion was readily accepted.

Because of the simplicity of the first exercises every child in the group established a sense of security, a feeling of success. Succeeding exercises increased in difficulty until every child was able to make an acceptable outline and also to use an outline which someone else had made.

Sample Teaching Lessons

Placing Words In Proper Classification

Before the first set of papers was distributed the teacher wrote the following list of words on the blackboard:

sweater

clothing

hat

stocking

Teacher: What general word in this list might be used to mean any of the other words?

Class: Clothing

(Another similar list was written on the blackboard, thus:)

rice

wheat

grain

barley

Teacher: What is the general word in this list?

Class: Grain

(After this short teaching period the first set of exercises was distributed.)

Teacher: On these papers are similar lists of words. First, write your name at the top of the paper. Then read the directions

at the top of the paper. Follow them carefully. When you have finished, put your pencils down.

(When all pencils were down.)

Teacher: Exchange papers. John may read the words that are underlined on his paper. If you disagree with him at any time, raise your hand. Then we shall decide who is right. Place a check mark (v) beside any word that is incorrect.

(After papers have been corrected) Return papers.

Placing Words in Proper Classification

Teacher: On the blackboard are short lists of words containing names of insects and birds. I am going to write two main headings Insects and Animals.

Which words shall I write under Insects?

Which words shall I write under Animals?

	Insects	Animals
Class:	mosquito	elk
	grasshopper	sheep
	beetle	deer
	fly	donkey

Teacher: On these papers are similar lists of words. You are asked to write the names of birds and animals in the proper columns.

(Papers were distributed).

Teacher: Write your name at the top of the paper. Then read the directions carefully. When you have finished doing that which you have been told to do, put your pencils down.

(When all pencils were down).

Teacher: Exchange papers. James, you may write on the blackboard the list of insects as it is on your paper. Patricia, you may write the list of animals as it is on your paper.

(When lists were completed)

Teacher: Do you agree with the lists these children have written on the board?

Class: Yes.

Teacher: Compare your lists with those on the board. Place a check mark (v) beside any incorrect answers. Return papers.

(Then incorrect answers were discussed).

Arranging Words In Alphabetical Order

(On the blackboard is a list of words).

room	electricity	troops
toe	bread	men
black	air	general

Teacher: Notice this list of words on the blackboard. If you were to arrange the words in alphabetical order, which word would come first?

Class: Air.

(Teacher wrote words in a column as they are given by the class).

Teacher: What is the next word?

(A short discussion followed as to which "b" word should come first. Black was selected).

Class: Black, then bread.

Teacher: Next?

Class: General.

(And so on until the list was completed).

Teacher: (Distributing papers). On these papers are similar lists of words. Pretend that you are an author and that these words are to be listed in the index of your book. As soon as you have written your name at the top of the paper, read the

directions at the top of the paper. When you have finished doing what you are asked to do, put down your pencils. (When all have finished).

Teacher: Exchange papers. What word is written opposite 1 on your paper?

Class: Airplanes.

Teacher: That is right. Who finds some other word written after number 1?

Child: I have the word ammunition.

Teacher: Why is ammunition the wrong word?

Child: Because ai comes before am.

(Check the whole list in similar fashion).

Matching Headlines and Paragraphs

(The following paragraph had already been written on the blackboard).

In the days when our country was being colonized, settlers brought with them to this new land some animals which they thought would make living easier and more healthful. Some brought horses to carry their heavy loads; others brought oxen to help them till their lands; still others brought dairy cows. These last were helpful because they provided rich milk for the grown-ups and children to drink and golden butter for all members of the family to spread on their coarse bread. These cows had to be carefully tended by the children of the family, but the children were only too glad to do their part in helping their families establish new homes.

Teacher: Read this paragraph. Now read these three paragraph headings which I have written. Which of these headings is best for this story?

(On the blackboard the teacher has written the following headlines).

Early Colonists

Cows Prove Most Valuable

Animals Help

Children: <u>Cows Prove Most Valuable</u>

Teacher: Why is this headline the best one?

Children: This paragraph tells most about cows.

Another Child: It tells how cows really helped to make the people enjoy their new land.

Teacher: Why don't you like Early Colonists?

Child: Because it doesn't tell enough.

Teacher: On this paper which I am giving you, you will find a paragraph and some suggested headlines. Read the directions and then do what they tell you to do.
(After choices have been made have class determine best headline. Have a class discussion).

Matching Topics and Paragraphs

(The following paragraphs and headlines were written on the board).

A great chief named Kiawani visited the strange island. He had not intended to go so far, but he was searching for his grandson Awani who had been on a fishing trip when a terrible storm came up. In the meantime his grandson returned safely. When he learned that his grandfather had risked his life to search for him, he set sail with a crew of dependable men, determined to find Kiawani.

It was by good fortune that Awani came upon the island of A-goo-si where his grandfather had stopped to refresh his men and to get fresh fruits and water. The grandfather sent his men out to greet Awani and to conduct him safely to shore.

When the two crews had explored the island, they were overjoyed at their good fortune and decided to make this new land their home. While some built houses of rushes, others gathered fresh fruits and still others hunted for game. It was a land of plenty, an ideal place for a new home.

They established a new home. Awani finds his grandfather.

Awani was lost. The men gathered fruit.

Teacher: Read the three paragraphs on the blackboard. Then go back to the first paragraph and read it again. Decide what it

is about. Notice the topics listed on the next board. Find the one that best expresses the thought in paragraph one. When you know, raise your hand.

(After a short time had elapsed).

Teacher: John, you may make a figure 1 before the best topic for paragraph one.

(John writes 1 before Awani was lost.)

Teacher: Do you think John is right?

(Class agrees).

Teacher: Read paragraph two. Mary may write 2 before the second topic. Do you think Mary is right?

(Class agrees).

Teacher: Read paragraph three. Decide which topic is best for this paragraph. George may write 3 before paragraph 3.

(Class discusses the reason why the remaining topic was not chosen).

Teacher: (Distributing papers). On this paper is a short story. Read the directions carefully. Then follow them.

(After the papers were completed the children exchanged papers and corrected and discussed them).

Selecting Topic Sentences

(Use a reading book)

Teacher: Read the first paragraph. Find the most important sentence. (Children read). Gerald may read the most important sentence.

(Gerald reads the sentence aloud).

Teacher: Find the most important sentence in the next paragraph. Find the most important sentence in the next paragraph. Where in the paragraphs did you find those sentences?

Class: It was the first sentence every time.

Teacher: Yes, that is true. Let us read several other paragraphs and see if that is always true. Find the main thought in the next paragraph.

Class: It comes last in this paragraph.

Teacher: The next paragraph?

Class: The first sentence.

Teacher: The next paragraph?

Class: The last sentence.

Teacher: In what two places have you found the main thought of a paragraph?

Class: Either in the first sentence or in the last sentence.

Teacher: This is generally true, but sometimes the main thought

occurs in the middle of a paragraph. Watch for this in your reading and let us know when you find such an example.

Teacher: (Distributing papers). On this paper you are asked to put a check mark (v) <u>after</u> the main thought of each paragraph. When you have finished, put down your pencils.

(After children had finished, checked sentences were discussed).

Selecting Summarizing Sentences

(The following paragraph had previously been written on the blackboard).

The modern trains are air-conditioned. This means that the air is cleansed and that the temperature of the car is controlled and is not in the least affected by the temperature of the air outside the car. It may be 100 degrees Fahrenheit outside and only 72 degrees Fahrenheit inside; or it may be 10 degrees below zero outside and still be 72 degrees above zero inside. Besides, air-conditioned cars are clean because the air coming into them is clean, not filled with particles of soot.

Teacher: Read the paragraph. Find the sentence which best sums up the main thought of the paragraph.

Child: The second sentence is the best one.

Teacher: Why do you think so?

Child: Because this sentence tells us what the word air-conditioned means.

Teacher: Why did you not select the first one?

Child: Because that sentence just introduces the subject.

Teacher: Why did you not choose the third sentence?

Child: Because that sentence just tells more about the second one.

Teacher: (Passing papers) On this paper you are asked to choose

the sentence which best tells the main thought of the paragraph.

Read the directions and then follow them carefully.

(After the papers were completed the children exchanged papers and discussed and corrected them).

Choosing Best Telegrams

(The following paragraph had already been written on the blackboard).

The morning before the show opened, Timothy went into the stable to see his heifer. The little boy had brushed the heifer until its chestnut-brown coat glistened in the morning light. Timothy took his precious rabbit's foot and dangled it before the heifer's eyes and then tied it securely to the strap which held the bell around Daisy's neck. Daisy had had excellent care and she must win the first prize. Timothy would do all he could to help. When Timothy's name was called, he led his animal into the ring. He felt for the rabbit's foot, but it was missing. Suddenly something was being pressed into Timothy's hand. It was the blue ribbon. Daisy had won first prize without the help of the rabbit's foot!

Teacher: Read the paragraph. Pretend that you are Timothy and that you are sending a telegram to your father telling him of your good fortune. Which sentence do you think is most important?

(After reading the paragraph the children decided on the most important sentence. When the decision was made, one child was asked to underline the correct sentence).

Teacher: (Distributing papers). Read the directions at the top of

this paper. Then follow them carefully.

(After children had finished, they exchanged papers. The most important sentence was selected and the papers were checked).

Arranging Ideas In Order

(The following paragraph had already been written on the blackboard).

The village was filled with tourists. The natives were having a special celebration. Native girls were dressed in their best robes of elaborately embroidered silk robes. The men wore short skirts of feathers. Many people were watching two young warriors who were using native weapons while dueling. The native girls were engaged in a ceremonial dance which was performed only once a year.

The girls performed a ceremonial dance annually.
There were many tourists in the village.
The men wore skirts of feathers.
The girls wore silk robes.

Teacher: Read this story carefully. Then look at the sentences below the story. Pretend that you are a story-teller. Find the sentence that you would use first in re-telling the story.

(Children read the story).

Teacher: You may write the figure 1 before the sentence you think should be first.

(A child writes the figure 1 in proper place. Other children approve).

Boston University
School of Education
Library

Teacher: Which sentence should come next? Gus, write the figure 2 before that sentence. Philip, write the figure 3 before the next sentence. Mary, write the figure 4 before the last sentence. Now read the story in its shortened form.

Teacher: (Distributing papers). Read the directions at the top of this paper. Then follow them carefully.

(When children had finished, papers were discussed and checked. The story was re-told in the shortened form).

Placing Minor Ideas Under Major Ideas

(The following paragraphs had been written on the blackboard).

The hunting dog ran ahead of Mark. With a sudden bound he dashed off into the underbrush. Mark watched him as he poked through the tall grasses and sniffed knowingly around the thorny bushes. One minute he'd have his nose to the ground. In the next minute he'd bound away like a deer.

Suddenly he stopped. There was rustling noise and then with a great whir three partridges rose from the thicket. Mark rushed after them, but he was too late.

I. Off to the Hunt

A. The dog poked through the grasses.

B. Mark started off with his dog.

C. Partridges made rustling sound.

II. The Partridges Mark did not shoot the birds.

A. The dog bounded like a deer.

B.

Teacher: Pretend you are a hunter. You are to tell a group of children about a friend's hunting experience. Read the story on the blackboard.

(Children read).

Teacher: At the end of the story are two columns. The one at the left is the form for the outline which will help you in telling your story. Notice that there are two paragraphs and there are Roman numerals I and II. From the column at the right select the statement which you think should come first in your story. Which one should you select?

Class: Mark started off with his dog.

Teacher: Joseph may write that statement opposite the first A in the first column. Which topic should come next?

Class: The dog poked through the grasses.

Teacher: Donald may write that topic after the first B in the outline.

Which topic should come next?

(Continue selecting topics until all are taken).

Teacher: Now read the story in its shortened form.

Teacher: (Distributing papers). Read the directions at the top of this paper. Follow them closely.

(When children finished, papers were discussed and checked).

Arranging Minor Ideas In Order

(The following paragraphs had been written on the board previously).

The forest ranger from his high position searched diligently for any sign of fire. For the past three weeks there had been no rain and everything was exceedingly dry. Tom took scarcely enough time to sleep. Several times during the night he arose and peered through the darkness.

When he threw open the door of his cabin, he sniffed the air and exclaimed, "That certainly does smell like smoke. I have been thinking so much about fires that now I imagine I smell smoke. Yes, I do smell smoke". He turned quickly and sped up the stairs to his tower. Where was the fire? Could that tiny gleaming spot in the valley be the source of trouble?

"We shall see!" he exclaimed as he fairly flew down the stairs. He hastened to the shed, spoke gently to his horse, put the bridle and saddle in place and was off to find the seat of the trouble.

I The Forest Warden

A.

B.

C.

II The Smell of Smoke

A.

B.

III Off to the Fire

A.

B.

Teacher: Read the story silently. Pretend that you are a writer. You have told this story to yourself. Now you plan to jot down some notes so that you will not forget the story before you have an opportunity to write it. First you write the important points beside Roman numerals I, II and III. Then you write topics under these main topics which will help you in writing your story. What should you write beside Roman numeral I?

Children: The Forest Warden.

Teacher: John may write that topic on the board. What should you write beside Roman numeral II?

Children: The Smell of Smoke.

Teacher: What should you write beside Roman numeral III?

Class: Off to the Fire.

Teacher: Lucille may write that topic in its proper place. What would be the first topic under Roman numeral I?

Children: He searched for a fire.

Teacher: Alice may write that topic beside A. What should the next topic be?

Children: The season had been dry.

Teacher: Thomas may write that topic beside B. What should we write beside C?

Children: He watched day and night.

(Follow the same procedure with the other sub-topics).

Teacher: (Distributing papers). Read the directions at the top of the page. Follow them closely.

(When children finished, papers were discussed and checked).

Arranging Major Ideas and Minor Ideas in Order

(The following paragraphs had been written on the blackboard).

The Katydid is a lovely light-green little insect that is rather hard to find. It lives in the trees and so it is difficult for us to reach. However, we often hear it singing, "Katy-did" and we wonder just what Katy did. Probably that is a secret.

An insect that lives on the ground and consequently is easier for us to see is the cricket. Have you ever heard the male cricket sing? He makes his friendly chirp by rubbing his wings against his body. Crickets are not easily caught, but if you do succeed in capturing one, you may put him into a large jar. Be sure to put a piece of mosquito netting over the mouth of the jar if you wish to keep your little friend.

Teacher: Read the story silently. Decide how many main topics there are.

Children: (After reading). There are two main topics—one about the Katydid and the other about the cricket.

Teacher: Then I shall write Roman numerals I and II.
Since there are four sub-topics under I, I shall indicate that by drawing four short lines.

I Katydid

A. _____

B. _____

C. _____

D. _____

II Cricket

Teacher: What should A be?

Class: Katydid is light green.

Teacher: Mary may write that on the first short line. What is the next sub-topic?

Class: It lives in trees.

Teacher: Peter, you may write that under the first topic. What is the next sub-topic?

Class: It is difficult to reach.

Teacher: Phyllis may write that in its proper place. What is the last sub-topic?

Class: It sings "Katydid".

Teacher: Joseph may write that in its proper place.

(Follow the same procedure with the remaining topics).

Teacher: (Distributing papers). Read the directions at the top of the page. Follow them carefully.

(When children finished, papers were discussed and checked).

Writing Articles from Given Outlines

(The following outline had previously been written on the blackboard).

I. New Trains More Comfortable Than Old

- A. Conductor considers safety of passengers
- B. Trains differ from those of olden times
- C. Many comforts in newer trains

II. Air-Conditioning

- A. Temperature controlled
- B. Temperature unaffected by outside temperature
- C. Air cleaned

III. New Type Tracks

- A. Tracks in longer pieces
- B. Pieces welded together

IV. Lighting Equipment

- A. Lights not injurious to eyes
- B. Lights arranged thoughtfully

Teacher: Up to this time you have been reading stories someone else has written and you have been making outlines. Today you will notice that there is an outline on the board. Now it is your turn to write the story. How many paragraphs should you have in your story?

Child: There are four main topics. Therefore, there should be four paragraphs.

Teacher: That is correct. Read the first main topic and its three sub-topics. Plan the first paragraph of your story. Then tell us what you plan to write in that first paragraph.

(After a few minutes).

James may tell us what he is going to write in his first paragraph.

James: (Tells first part of story).

(Follow the same procedure for the second paragraph).

Teacher: Are there any questions as to how you should complete your story?

(Passing papers)

On this paper you may write the complete story suggested to you by this outline.

(When children finished, stories were read and checked).

The foregoing lessons are samples of the lessons actually taught. The complete set of exercises follows.

Chapter III

EXERCISES
FOR
TEACHING OUTLINING

Copyright 1946
Loretta K. McDonald

Exercises for Teaching Outlining

1. Finding general word
2. Finding general word
3. Finding word which does not belong
4. Finding word with opposite meaning
5. Listing words under proper headings
6. Listing words under proper headings
7. Selecting words and placing them in proper columns
8. Arranging words in alphabetical order
9. Choosing the best headline for a paragraph
10. Choosing the best headline for a paragraph
11. Choosing the best headline for a story
12. Selecting the best topic for a paragraph
13. Choosing an interesting topic
14. Selecting topic sentence in a paragraph
15. Selecting topic sentence in a paragraph
16. Selecting topic sentence in a paragraph
17. Selecting best summarizing sentence in a paragraph
18. Selecting best summarizing sentence in a paragraph
19. Choosing the best telegram
20. Choosing the best telegram
21. Selecting topic sentence in each paragraph of a story
22. Selecting topic sentence in each paragraph of a story

23. Selecting main thought in each paragraph
24. Selecting main thought in each paragraph of an article
25. Arranging jumbled sentences to tell a story in sequence
26. Rearranging sentences to tell a story
27. Rearranging sentences to tell a story
28. Rearranging sentences to tell a story
29. Placing minor ideas under major ideas
30. Placing minor ideas under major ideas
31. Selecting important facts of each paragraph
32. Writing minor ideas under major ideas
33. Writing minor ideas under major ideas
34. Writing minor ideas under major ideas
35. Arranging major ideas and minor ideas in order
36. Arranging major ideas and minor ideas in order
37. Writing a paragraph from given outline
38. Writing an article from a given outline

Exercise 1

In each list of words below there is one word that might be used to mean any of the other three words.

Underline the general word.

leopard	jewel	cuckoo	boy
animal	pearl	crane	girl
racoon	ruby	partridge	person
antelope	emerald	bird	lady

sapling	canoe	vehicle	jonquil
linden	boat	tank	larkspur
evergreen	ferry	taxicab	flower
tree	yacht	wagon	orchid

Exercise 2

In each list of words below there is one word that might be used to mean any of the other three words.

Underline the general word.

automobile	sable	Roosevelt	baseball
Chevrolet	muskrat	president	tennis
Ford	furs	Coolidge	swimming
Chrysler	raccoon	Lincoln	sport

viola	desk	brasses	oboe
cello	couch	trumpet	woodwinds
strings	furniture	French horn	clarinet
violin	table	cornet	flute

Exercise 3

In each list below there is one word which does not belong there. Underline that word.

muskrat	mandolin	wanderer	dolphin
ermine	castanets	hobo	lilac
panther	cereal	vagabond	geranium
gem	tambourine	car	larkspur

apple	trout	lime	back
melon	mackerel	raven	arm
triangle	porcupine	grackle	leg
lemon	salmon	vagrant	bank

Exercise 4

Underline the word which means the opposite of the first word in the list.

little	work	ugly	short
small	sleep	smart	poor
big	play	beautiful	thin
slow	study	mean	tall

sweet	hungry	bold	sensible
sugar	cold	bashful	tactful
syrup	satisfied	courageous	foolish
sour	thin	heroic	honest

Exercise 5

Following are the names of some birds and animals. List the names of the birds under the column headed Birds and the animals under the column headed Animals.

robin	dog	crow
horse	lark	lion
cat	sparrow	jackal
bluejay	hyena	cow

tiger	airedale	bobwhite
camel	baboon	alpaca
stork	beaver	canary
crane	bobolink	badger

Birds	Animals

Exercise 6

Study the words listed below.

Each word describes the way a person might feel about something. After you have studied these words list together the words which belong under the headings given at the bottom of the page.

nagging	moaning	creepy	abandoned
merry	ghostly	rejoicing	jolly
gloomy	weird	dreary	sorrowful
cheerful	happy	gleeful	desolate

fighting	unbearable	eery	unhappy
deathly	hateful	unfriendly	content
agreeable	calm	cross	unfair
beaming	cranky	peaceful	complaining

<u>Happy</u> <u>Quarrelsome</u> <u>Scarey</u>

Exercise 7

Study the words listed below. Each word describes something about a person. This person might be a man, woman or a child.

Group the words under the heading to which you think they belong.

growing	questioning	bus driver
strong	restless	farmer
muscular	playful	conductor
motherly	tailor	engineer
dressmaker	garbage collector	fatherly
pupil	laundress	silly
slowpoke	hairdresser	innocent
janitor	nurse	pupil

Man	Woman	Child

Exercise 8

You are making an alphabetical index for a book. The following words are included in your index.

Rearrange them and write them in alphabetical order.

jungle	mountains	landing field	iodine	retreat
swamps	airplanes	zebras	Lightnings	tent
mosquitoes	cannibals	bamboo	oxygen	valley
elephants	heat	desert	gas	waters
huts	fatigue	explosives	Zeros	turbine
snipers	commandos	fighting	medicine	wax
rations	paratroopers	dampness	parades	nurse
ammunition	bombers	growths	quinine	earth

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
11._____
12._____
13._____
14._____
15._____
16._____
17._____
18._____
19._____
20._____

21._____
22._____
23._____
24._____
25._____
26._____
27._____
28._____
29._____
30._____
31._____
32._____
33._____
34._____
35._____
36._____
37._____
38._____
39._____
40._____

Exercise 9

You are a headline writer for the local newspapers. Below are some suggested headlines for the following paragraphs.

Underline the headline which you think is best for this story.

Thunderbolt Wins

Thunderbolt and Light Foot

Light Foot Favored

For many minutes Light Foot and Thunderbolt wrestled. Some thought that Thunderbolt was the stronger. However, Light Foot was quicker and many times people thought he was to be the winner. Finally, in one great burst of effort, Thunderbolt summoned all his strength and pressed Light Foot's shoulders to the earth.

Exercise 10

You are a headline writer for a newspaper. You have written an article. Read this story. Then underline the headline which you think best fits the story.

June gave each of her small sisters a tiny piece of bread and a piece of an icicle that she could reach from the window in the loft. Betty and Helen were crying and June herself was not at all at ease. June insisted that the two little girls crawl back into the pile of hay from which they had come to eat their meager lunch. No one knew how long the blizzard would last, and unless the children kept well covered with hay, they would most certainly freeze to death.

The Icicle

The Snowbound Girls

Winter Sorrow

Bread In Winter

Exercise 11

You are a headline writer for a newspaper. Read this story and then look at the headlines written below. Underline the one you think is the best one.

Everyone in the town was invited to the husking bee which was held in old Ezra's barn. Great piles of unhusked ears of corn were stacked on the floor. Folks from miles around came to help and everyone enjoyed himself. Old Ezra, who wore a bright red flannel shirt, played his ancient fiddle while the people talked and laughed and shouted.

When bushels and bushels of corn had been husked, the women prepared the feast of the evening. While they were eating, John shouted, "Let's have a Spelling Bee!"

At this suggestion the older people clapped their hands and the young people took their places--the boys on one side and the girls on the other. The schoolmaster was asked to give out the words. One by one the children were spelled down until only one boy remained. To him went the prize--a pair of bearskin mittens.

A Spelling Bee Suggested After Husking Corn at Ezra's Barn

Corn Husking and Spelling Bee at Old Ezra's

The Town Husking Bee

Husking Bee

Exercise 12

You are a writer of animal stories. Read the entire story. Then go back to the first paragraph and read it again. Decide what you think it is about. Notice the topics listed at the bottom of the page. Find the one that best expresses the thought in paragraph one. Mark 1 before it. For the second paragraph, mark 2, and so on.

The Dutch peasant woman carefully cleaned and scoured her copper milk cans before she put in the rich milk which the triplet goats Blackie, Whitie and Brownie had given her for the poor children of Amsterdam. These goats had eaten the finest grasses they could find, therefore their milk was of the highest quality.

While the mother attended to the milk, young Henry carefully washed and polished the small cart so that no particle of dirt could possibly get into the milk. The Van Dedricks were proud of their reputation for cleanliness and they wished to keep their record clear.

Soon Katrina, the mother, appeared from behind the house with a very anxious Wilhelm tugging at the lead rope. Today it was his turn to pull the milk cart through the city streets. He knew that his mistress would stop at certain houses and fill their great pitchers with foaming milk. He was very proud to be entrusted with such an important task.

The triplet goats gave good milk.

The goats ate rich grass.

Henry took care of the cart.

Katrina led out the dog.

Wilhelm was a trustworthy dog.

Exercise 13

You are a sports editor for a school paper. You want to write an article which both girls and boys will like. You have these topics in mind.

A track meeting is exciting.

Chess is a very complicated game.

Rip Van Winkle played ten pins in the mountains.

Write below the topic which you think would be enjoyed most by both girls and boys.

Exercise 14

You are a traveler who has just returned from a long trip. You are sending a telegram in which you wish to state something of great importance. Underline the sentence below which to you seems most important.

Brazil is larger than our own United States. Despite its size it has a smaller population which is very sparse in some places especially along the Amazon River basin. The natives of this section often roam the jungles in search of rubber trees. Great areas in Brazil have never been visited by white men and so we have no idea what valuable resources may be there. In recent years much cattle raising has been carried on on the vast plains of this large country.

Exercise 15

You are a writer of articles for the Sunday newspaper. Underline the sentence below which best tells the thought of this paragraph.

Have you ever thought of coal as sunshine? That is what it really is. Many, many years ago green plants were growing in the warm sunshine and making great quantities of starch which they were storing up as food. These plants were taking in a gas called carbon dioxide, were keeping the carbon, and were giving back the oxygen. After awhile these plants died and gradually became covered with other plants, soil and water. These plants decayed, but still the carbon was kept in the ground. Gradually this carbon turned into coal. And so, coal is really sunshine that has been buried for a long time.

Exercise 16

You are a war correspondent. Underline the sentence below which best tells the main thought in this story.

The heat of summer now scorched the grimy faces that had been for so long thin with hunger and blue with cold. Ten days of triumphant marching and relief from limited rations had restored courage and strength to the men. The men knew their leader was leading them to cut off the German retreat from Sevastapool.

Exercise 17

You are a foreign correspondent. Put a check mark (v) before the sentence below which best tells the main thought you wish to tell in the following story.

Even today while I am in China I can ride in a two-wheeled cart which is drawn by a man. This cart is called a jinriksha. Who its inventor was, no one knows. It is like a large two-wheeled baby carriage and it is comfortable to ride in. When riding in this carriage, it is very easy to command the human who drags it to stop so that you may do your shopping. Then when you have made your purchases, you may tell your man to continue on his way.

Exercise 18

You are a reporter in far-off China. Underline the sentence you would send in a cable, if you were allowed to send only one sentence.

If you lived in certain parts of China and wished to go for a ride, you would find yourself being pushed through the streets in a wheelbarrow. This is really a cart with one large wheel in the middle. Before the wheelbarrow was invented, people were carried in a box suspended on two long poles. These poles rested on the shoulders of two men, one who walked ahead of and one who walked behind the box. A wheelbarrow probably is more comfortable, because the rider does not receive such a severe jogging.

Exercise 19

You are sending a telegram for a room reservation at a hotel. Check (v) the sentence below which you would send.

1. So far I have had a most enjoyable trip.
2. My next stop will be at Geneva.
3. I shall arrive on Wednesday, November fourteenth, and shall stay four days.
4. While there I expect to take many excursions to points of interest.
5. Friends have told me to be sure to see the lovely lake and to visit the fine eating places there.
6. I know I shall enjoy my stay there.

Exercise 20

Your mother has just told you that you might spend the next few days visiting your grandmother. You must inform your grandmother of your unexpected visit.

Read the sentences below. Check (v) the sentence which you would send in a telegram to your grandmother.

1. Mother is accompanying Dad on a business trip.
2. For this reason she is allowing me to visit my grandmother.
3. Grandmother will be very much surprised when she receives my message.
4. I expect to leave home on the 9:10 train on Wednesday morning and should arrive at grandmother's at 1:15 where I shall stay until Saturday.
5. Grandmother is always so glad to have me as her guest that she bakes my favorite pies and cakes when she hears of my coming.
6. She wants to make certain I will come again.

Exercise 21

You have just written a story for a child's book. Read the whole story. Then go back to the first paragraph and read it again. Decide what you think it is about. Notice the topics listed at the bottom of the page and find the one that expresses your thought. Mark 1 before it. For the second paragraph, mark 2, and so on.

Perhaps the most lovable little animal in the world is the koala of Australia. An American child seeing him for the first time would probably call him a Teddy Bear for he looks very much like the toy of that name. He, too, is soft and brown and cuddly. He has a likable disposition, too. He is just as happy when someone is playing with him as he is when he is safe in his own home among the topmost branches of the eucalyptus tree.

However, the little koala lives only in Australia. There grow the eucalyptus trees, the leaves of which are his only food.

He does not even drink water. His body gets the moisture it needs from the eucalyptus leaves.

In order to protect her tiny baby from harm the mother koala carries him in her pouch just as the mother kangaroo carries her baby. When the baby is old enough to notice what is going on in the world about him, he rides on his mother's back. He continues to travel in this way until he is able to get around for himself. Even when he can walk around he often likes to ride on his mother's back, especially when she is climbing trees.

The koala is a happy creature.

The koala looks like a Teddy Bear.

The koala lives in Australia.

The koala does not drink water.

The koala is lazy.

The baby koala rides in his mother's pouch.

Exercise 22

You are a writer of animal stories. Read the entire story. Then go back to the first paragraph and read it again. Decide what you think it is about. Find the topic at the bottom of the page that best expresses your thought. Mark 1 before it. Read the second paragraph. Mark 2 on this topic, and so on.

A shaggy coat of deep black, short, stubby legs, a long shaggy mane that nearly covered my large eyes and a long black tail which nearly reached the ground; that is a description of me when I was a baby. At least, that is what I think I must have looked like for I have since seen many other colts that have grown to look like me.

The white star on my face distinguished me from the other colts and made people pay attention to me. My ears were small and were constantly pricked up, for I was a very curious little fellow. My mother was very proud of me, especially when people stopped to admire me.

Even though my mother was very proud of me, she never allowed me to become conceited, but frequently reminded me that there were other colts just as good as I was. She said that if I wished to do my share, I must exercise control over my temper.

Because I was anxious to please my mother I tried my very best to follow her advice. When she was particularly pleased with my conduct, she would come close to me and kiss me. Then she would let me snuggle close to her shoulder.

I have a good idea of how I looked when I was a baby.

I was an obedient colt.

I was an attractive colt.

I had a white mark on my leg.

My mother did not allow me to become too proud.

Exercise 23

You are a student learning how to write interesting articles for the school newspaper. You have learned that the main thought of a paragraph occurs either at the beginning or at the end of a paragraph. Read the following paragraphs. Put a check mark (v) after the main thought sentence of each paragraph.

The motor truck is very important as a carrier of goods. There are about 5,000,000 trucks in our country. Fruits and vegetables are brought to market from the farms. Bread is brought from the bakeries to our homes; milk is also delivered fresh daily. Department stores deliver goods to our homes.

Besides these producer to home delivery systems are some others. Express company trucks transport goods from boats to railroads or from boats of one waterway to boats of another waterway. Manufacturers use trucks for carrying goods from mills to boats or from one factory to another. Trucks are now carrying much of the freight formerly carried by the railroads.

Trucks are being used increasingly for delivering goods to places where there are no railroads. This is of great convenience to the people who live in the country.

Exercise 24

You are an editor who is cutting down an article. Underline the three sentences below which help most to tell the main thought of this article.

Pulling the cab was a poor broken-down old horse. His head hung down as if he did not have the strength to lift it; his bony form showed through his hide; his joints were so stiff that he could scarcely move them; his eyes had a mournful expression.

Five people hailed the cab. They crowded into its small interior. The driver snapped the whip over the poor horse's sway back, and the animal dragged himself away as best he could.

The poor creature could not travel fast enough to suit the impatient driver. Crack! went the whip against the horse's ribs. He made a great effort to increase his speed, but his strength failed him and he fell exhausted in the middle of the road.

Exercise 25

You are a story teller. Read carefully the story you are preparing. Then look at the sentences at the end of the selection. Number them in order so that they will help you to tell the story in a shorter form.

Jim thought so much of his horse that he came to visit him every day. He stayed with him about an hour. Occasionally he brought a lump of sugar or an apple with him. After awhile the horse seemed to know when it was time for his master to appear, for he pricked up his ears at the slightest sound.

The horse pricked up his ears.

Jim brought something to eat.

Jim liked his horse.

He visited for an hour.

Exercise 26

You are an advertising man for the Pullman Company. Read the story carefully. Then rearrange the sentences at the end so that they will help you to tell the story.

George Pullman did much to make train riding a pleasure. It was he who first installed comfortable beds or berths in sleeping cars. Before this time, people who wished to travel at night had to sleep sitting up in their seats. This was most unsatisfactory.

Pullman changed the daytime seat into a nighttime bed. Sheets and blankets and pillows were provided for the comfort of the passengers.

Besides, he added dining cars to trains. Instead of carrying cold lunches, people could secure regular meals in the diners. Tables and chairs were set up and waiters brought food to the travelers.

Today we are very grateful to Mr. Pullman for all these improvements. Now traveling is really a pleasure, not a task. At the end of the journey people are refreshed; not exhausted as they once were.

Berths are made of daytime seats.

It is a pleasure to travel by train.

People eat full meals in dining cars.

We owe much to George Pullman.

Exercise 27

You are to tell this story to your mother. Think of the sentences at the bottom of this page as steps in John's life story as it is told in this account. The steps are not in order. Arrange the sentences in order. Then you will have an outline of this story.

John was born in a tiny New England village. His parents were poor hard-working farmers. John and his two brothers spent many back-breaking hours weeding the family vegetable plot. However, the time was well spent, for the kitchen table was always well laden with the products of the farm.

When John was six years old, he trudged off by himself to attend the village school which was nearly two miles down the road. On the way he met several children of varying sizes, all carrying their books.

At the farm food was plentiful.

John was six years old.

John was a New Englander.

The children worked hard on the farm.

All the children carried books.

Exercise 28

You are to tell this story to the fourth grade.

To John, Pal was the most remarkable dog that had ever lived. Early and late they played together. Every day John prepared Pal's food before he had his own dinner. At night Pal slept at the foot of John's bed. Then one night just before John turned off his bedside radio came this announcement, "Attention, all dog owners! The United States government needs your dog". Then followed details concerning the size and age of the desired dogs.

At the end of the announcement John snapped off the radio and sat up in bed. Should he give Pal to the government? Could he give away his best friend? As if he understood that John was troubled Pal came and laid his cold nose on John's hand.

After more than an hour's consideration John came to the conclusion that since Pal had already done so much for him he was sure that he could be of some real help to some lonely coast guardsman patrolling our shores. Yes, he would do it. He patted his friend's head reassuringly and snuggled under the blankets.

Here are some sentences that tell parts of the story you have just read. They are not in order. Rearrange them so they will help you to tell the story.

An announcement came over the radio.
John made his decision.
John and Pal were good friends.
John had a radio beside his bed.
Pal could help our government.
Should John part with Pal?

Exercise 29

You are a boy scout. You are to tell the boys of a younger troop about an adventure you had while on a camping trip last summer. Read the story carefully. At the end of the story you will find two columns. The first column is the form for your outline. From the column at the right select the topics to fill in the blanks in the outline.

When we arrived at the woods we began to search for a good camping place. We wanted a place on gradually sloping ground. We also hoped to find a brook nearby where we could obtain water for cooking. Possibly in that brook we might be fortunate enough to catch some trout. Soon we found the desired spot and settled down for the night.

In the inky blackness of the night I was awakened by some animal sniffing around my feet. He tried to poke his nose under my blanket. I was so frightened that I threw off my blanket and leaped up. The frightened animal scampered away. Then it was my turn to sniff. Yes, my visitor had been Mr. Skunk.

I	Selecting A Camping Place	
	A	We camped on sloping ground.
	B	An animal came very close.
	C	We wanted to fish.
		The ground sloped to the brook.
II	An Unwelcome Guest	I scared the animal.
	A	I discovered who my guest had been.
	B	
	C	

Exercise 30

You are a story teller. You are to tell this story to a Science class. Read the story carefully. Then fill in the blanks in the outline selecting the proper sentences from the column at the right.

The Robinson family which included Mr. and Mrs. Robinson and the two children Kate and Tom started off in great glee for their camping place. They decided to select a spot in a nearby woods. Before they entered the woods Mr. Robinson secured the permission of the owner who lived in a hut at the wood's edge. Upon entering the woods they quickly found a trail and followed it to the edge of a small brook. This was the perfect camping spot.

After pitching their tent they proceeded to explore their surroundings. From the side of a large rock they found a stream of clear, cold water pouring. A few hundred yards away they found some luscious raspberries. As they were circling toward their camp they kept their eyes open for dead wood with which to build their fire.

After a hearty supper the family sat around the campfire telling stories. When darkness came, Mr. Robinson carefully put out the fire and the family retired to have a good night's sleep.

Before long Kate was awakened by a strange odor. She sniffed and sniffed again. Yes! it was smoke. She sat up and awakened the rest of the family. Quickly they packed their camping outfits and started in the direction of the main road to give the alarm. Before they had gone far they were met by men armed with axes and shovels, for these men had already been warned by a fire warden. Mr. Robinson joined the firefighters and the rest of the family continued along the clearly marked trail to the owner's cottage.

A Camp In The Woods

I Finding a site for a camp
- A.
- B.
- C.
- D.

II Exploring their surroundings
- A.
- B.
- C.

III Coming of night
- A.
- B.

IV Discovering a forest fire

1 Raspberries grew nearby.
2 They camped near home.
3 Firewood was easily found.
4 Stories were told.
5 The family left.
6 They secured the owner's consent.
7 Mr. Robinson put out the campfire.
8 Alice discovered the fire.
9 Help arrived.
10 They followed a trail.
11 They camped by a brook.
12 Mr. Robinson joined the fire-
13 fighters.

Exercise 31

You are to report to another sixth grade. You have written the story first. At the bottom of the paper are some suggestions which help you to remember the story. Fill in the blanks with the points omitted in the outline.

To us, the steamboat is a very important means of travel. The first successful steamboat, the Clermont, was completed in 1807 by Robert Fulton.

The Clermont carried two masts for sails which were to be used in case of emergency. Probably the masts gave a little more confidence to some of the passengers who were not at all certain that the new steamship would reach its destination entirely under the power of steam. It was Watt who invented the steam engine, but Robert Fulton was the man who put the steam engine to work propelling a boat through water. The Clermont's first run was on the Hudson River between New York and Albany.

A few years later, in 1819, the steamship Savannah crossed the Atlantic Ocean. The trip from New York to Liverpool was made in 25 days and for 18 of these days she used steam. People in Europe and America were amazed at such great progress.

One of the difficulties encountered by the first steamships was that of storing the large amounts of coal needed for long voyages. Because of this difficulty and the great cost of coal ways of saving it were developed.

In 1832 an English steamer named Enterprise made a trip to America. From that time on the success of steam navigation was assured.

Here are some helpful suggestions:

In the first paragraph there are two important points. They are:

1. The steamship is an important means of travel.
2. Robert Fulton invented the steamboat.

The second paragraph has four important facts.

1. The Clermont had two masts.

On the next line write what you think the next important point would be.

2.
3. Watt invented the steam engine

What do you think the next point might be?

4.

In the third paragraph there are two important points.

1. The Savannah crossed the Ocean.
2.

The two important facts in the last paragraph are:

1.
2.

Exercise 32

Read the story carefully. Make a plan that will help you to tell the story at a Scout meeting. Use the outline that is started for you. Add as much to it as you need to.

Friday was always a great day in a little village not far from Santos in Brazil, for it was on that day that all the people who had anything to sell went to the market. Everybody for miles around arose early on that day, put on their best clothes and went to market in the next town.

Young Tato never went to the market because he had neither money with which to buy, nor goods to sell. However, on Fridays he, too, got up early. He helped his mother to balance her basket on her head while his father slung his over his shoulder.

After they had gone Tato did the chores about the farm. He was very lonely. If only he had something to sell so that he could buy himself a fine new hat.

As he turned to go into the house a stray hen with her lone chick walked before him. To whom did this hen belong? It did not belong to the neighbors because this hen was of a strange breed, the like of which he had never seen.

"I have it", said he. "I shall keep this hen and her lone chick here and feed them well. When market day comes three months from now I shall take the two chickens to the town and sell them for a good price. Then I shall buy my new hat".

All during the summer the hen and her chick received excellent care.

On Friday, three months later, Tato set out for town accompanied by his parents. In town everyone admired the fine chickens. Many people wanted the strange birds and after much bargaining Tato received a good price. He bought not only the bright hat, but also a fine new serape for himself.

I. Market Day
   A. When?
   B. Where held?
   C. Who attended?

II. Young Tato
   A.
   B. Who helped?

III. Lonely Tato
   A. What did he do?
   B.

IV. A Stray Hen
   A. Owner?
   B. Why strange?

V.

VI.

Exercise 33

You have just returned from a summer spent in the national parks. Plan to tell the following story to the class. After you have read the story carefully make a plan that will help you to tell the story. Use the outline that is started for you at the bottom of this page.

As the Parker family sat down to their lunch under one of the Sequoia trees of Yosemite National Park, Bob carefully concealed his large chocolate cupcake under his hat which he placed near his right elbow. He thought he could keep it out of sight and that his younger brothers Tim and George would not tease him for it. He ate his lunch in a leisurely manner and then without looking, reached around for his cupcake.

Instead of feeling his cap he found that his fingers touched something soft and furry. Bob didn't wait to get to his feet, but he rolled head over heels down the steep incline to the place where mother was washing the dishes.

"What's the matter?" she asked.

Bob wasn't able to answer; he just pointed.

Then Mother saw the great brown bear and said, "I should have known. He smelled our bacon cooking and he wants his share of the lunch". Then, disregarding the park ruling against feeding bears, she set down a small pan filled with bacon scraps and grease.

The bear sniffed and put down his nose and ate greedily. While he was eating Mr. Parker brought out his camera and took his picture. In order to get more pictures Mother gave the children some cookies and candies to give to the bear. When he had finished these dainties, he sat up and begged for more, but there was no more food to be had.

After the bear had carefully examined the boxes and had found nothing to eat he ambled off into the forest.

Use the outline that is started for you. Add as much to this plan as you need to.

I. The Parker Family at Yosemite

- A. How many in family?
- B. Time of day?
- C.

II. Appearance of Uninvited Guest

III. Feeding the Bear

IV. Taking Pictures

Exercise 34

You are a writer. Make an outline that will help you to write this story. Use the outline form at the bottom of this page.

For the first time in his life Ted was allowed to accompany the men on the roundup. He was all dressed up in his new Stetson hat, his rattlesnake skin belt and a pair of high heeled riding boots.

His father said, "Get your horse and equipment ready. But remember, you are coming right back to the ranch house, if you make one error".

Early the next morning everyone was stirring. The cowboys threw their rolls of bedding onto the cook wagon as soon as they had had their breakfast. Then they headed for the corrals to get their favorite horses.

All day long Ted rode his horse hard. Toward evening he approached the chuck wagon and there he ate ravenously of the food prepared by Don Pedro.

After supper he watched the men branding the calves. A cowboy would ride into the herd, throw a noose around a calf's legs and drag it to the branding fire. The anxious mother would follow closely.

A cowboy would look at the brand on the old cow and would call out "Bar K" or "Double Bar X". Then Tim, the old cowhand, would seize the particular branding iron from the fire while Bill Smith and another cowboy grabbed the calf and stretched it on the ground. Tim would put the hot iron on the calf's side. Meanwhile the young calf would bellow for its mother, and then jump up and dash off across the flat lands.

I. The Roundup
   A.
   B.

II. On Condition
   A.
   B.

III. Starting on the Roundup
   A.
   B.
   C.

IV. The Chuck Wagon

V. Catching the Calves
   A.
   B.
   C.
   D.

Exercise 35

Far down in the ground, in practically every country, is found a thick oil called petroleum. The ancient Egyptians called this rock oil. Our own Americans used this oil to cure many ills, among them rheumatism.

When some of the white settlers went to Pennsylvania, they dug wells near their homes so that they might have water for themselves and for their animals. Some of these people found petroleum in the water. They were not at all pleased when they made this discovery because this spoiled the water for drinking purposes.

Before long people tried to burn petroleum in their lamps, but this plan was not very successful because the lamps smoked and gave off an unpleasant odor. Over a hundred years later someone learned that kerosene could be made from petroleum. For a long time people had known that kerosene could be made out of coal.

Edwin L. Drake invented a way to get petroleum up to ground level. He drove a very long pipe down into the ground. Through this pipe oil could be pumped to the surface. This was one of our earliest oil wells. Soon many other people were anxious to drive oil wells so that they could have petroleum to light their homes and so they could sell it to other people.

Below is a list of ideas taken from this story. Arrange these ideas in proper order. Place the minor ideas under the proper major ideas. Use the blank outline which is here to help you.

Petroleum was used as a medicine. _____
Petroleum was found in the ground. _____
Petroleum was discovered in Pennsylvania. _____
Petroleum is found in every country. _____
Petroleum was used in lamps. _____
Kerosene can be made from petroleum. _____
Petroleum is a thick oil. _____
Edwin Drake invented an oil well. _____
Many people drove oil wells. _____
Petroleum was called rock oil. _____
Petroleum was found in wells dug for water. _____
Kerosene can be made from coal. _____
Oil is pumped to the surface. _____
Petroleum spoiled drinking water. _____
Petroleum gave off smoke when it was burned. _____

Exercise 36

Railroads are at present the most important means of transportation in our country. Both freight and passenger trains are able to travel long distances at great speed and they are able to carry heavy loads. The heads of the great railroad systems are always trying to find ways of reducing the cost of transportation.

American freight trains are usually made up of many kinds of cars. Among them are refrigerator cars, flat cars, box cars, tank cars, coal cars and milk cars. What kinds of goods do you think would be carried in refrigerator cars? Sometimes certain kinds of cars carrying goods requiring rapid transportation are made into one train. For example, milk cars might be in the same train as cars carrying meats or fruits and vegetables.

Trucks are competing very seriously for the business of hauling freight. Because goods traveling by trucks do not have to be handled so many times the cost of transportation can be reduced. Because our government realizes the importance of our railroads the Interstate Commerce Commission, a branch of our government, has made a special study of the rates charged by the railroads and trucking companies.

Below is a list of ideas taken from this story. Arrange these ideas in proper order placing the minor ideas under the major ideas.

Freight cars carry heavy loads.
Railroads are an important means of transportation.
Many kinds of cars make up a freight train.
Box cars, tank cars and flat cars are often combined.
Trucks and railroads want the business.
The railroads are trying to reduce the cost of transportation.
Goods travel more cheaply by truck.
Milk cars and refrigerator cars are often combined in a train.
A study of costs of transportation by truck and railroad has been started by our government.

Exercise 37

You are a reporter. On your desk you find the outline given below. Write a paragraph using this outline.

I. Pilot Uses Skill in Handling Plane
   - A. Gasoline precious
   - B. Speed reduced to 125 miles per hour
   - C. Searched eagerly for a landing field
   - D. Fog was lifting
   - E. Visibility improved
   - F. Island sighted
   - G. Safe landing

Boston University
School of Education
Library

Exercise 38

You are writing directions for a broadcast. A group of children in your class gives you the following outline. Use it in writing the script.

I. Talking on the Radio
   - A. Be sure the microphone is at the correct height.
   - B. Speak directly into the microphone.
   - C. Speak in a natural voice.
   - D. Stand about a foot away from the microphone.
   - E. Speak distinctly.

II. Breathing while Broadcasting
   - A. Breathe through your mouth.
   - B. Breathe quietly and without effort.
   - C. Breathing through the nose may be heard on the air.
   - D. Be calm.
   - E. Arrive at the studio a bit early.

III. Handling Script Carefully
   - A. Cards are better than paper.
   - B. Every little sound is magnified.
   - C. Lift one page of script at a time.
   - D. Drop used script on table.

Chapter IV

Summary and Conclusions

The purpose of this study was to provide a workbook containing exercises which would be helpful to sixth grade children who were trying to learn how to make an outline. The exercises were given almost daily over a ten-week period. After the first fourteen or fifteen exercises there was a noticeable increase in the ability to select the most important items. While there was no time limit on any of the exercises there was a noticeable decrease in the amount of time consumed in completing the various exercises. The author attributed this saving in time to the growing confidence the children felt in their ability to select items and to find other required information. The author feels that because of the very simplified approach to classification and outlining that the children lost much of their fear that they lacked the ability to make an outline.

B I B L I O G R A P H Y

BIBLIOGRAPHY

1. Anderson, C. J. — Reading Objectives. Laurel Book Co., New York, 1925.

2. Betts, E. A. — "Developing Basic Reading Abilities" Elementary English Review: Vol. 20, December, 1943.

3. Bond, G. L. Bond, E. — Developmental Reading In High School. The Macmillan Company, New York, 1941.

4. Bond, G. L. Bond, E. — Teaching The Child To Read. The Macmillan Company, New York, 1943.

5. Brooks, F. D. — The Applied Psychology Of Reading. D. Appleton and Company, New York, 1926.

6. Buckingham, B. R. Dolch, E. W. — A Combined Word List. Ginn and Company, Boston, 1936.

7. Broome, M. E. Duncan, M. A. A. Emig, D. Steuber, J. — Effective Reading Instruction In The Elementary School. McGraw-Hill Book Company, New York, 1942.

8. Burkhart, K. H. — "An Analysis Of Reading Abilities" Journal of Educational Research: Vol. 38, February, 1945.

9. Crawford, C. C. — "Relative Value Of Reading And Outlining As Methods Of Study". Educational Method: Vol. 8: May, 1929.

10. Dewey, J. — How We Think. D. C. Heath and Co., Boston, 1933.

11. Durrell, D. D. — "Basic Abilities In Intermediate Grade Reading". Education: Vol. 59: September, 1938.

12. Durrell, D. D. — Improvement Of Basic Reading Abilities. World Book Company, Yonkers-on-Hudson, New York, 1940.

13. Frederick, R. W.
Ragsdale, C. E.
Salisbury, R.
Directing Learning. D. Appleton-Century Company Incorporated, New York, 1938.

14. Germane, C. E.
Germane, E. G.
Silent Reading. Row, Peterson and Company, New York, 1922.

15. Gist, A. S.
King, W. A.
The Teaching And Supervision Of Reading Charles Scribner's Sons, Boston, 1927

16. Goodykoontz, B.
"Teaching Pupils To Organize What They Read". The Elementary English Review: Vol. 7: April, 1930.

17. Harris, A. J.
How To Increase Reading Ability Longmans, Green and Co., New York, 1940.

18. Horn, E.
"What Shall We Do About English Today?" Elementary English Review: Vol. 19: November, 1942.

19. Kremer, J.
"Recognizing Type Of Material, Writer's Tone, And Purpose Of Reading: In The Middle Grades". Reading In Relation To Experience And Language in Conference On Reading: Vol. 6; December, 1944.

20. Leary, B. E.
Gray, W. S.
"Reading Problems In Content Fields" Reading In General Education. American Council on Education, Washington, D. C., 1940.

21. McClusky, F. D.
Dolch, E. W.
"A Study Outline Test". The School Review: Vol. 32: December, 1924.

22. McDowell, J. G.
Anderson, H. R.
"Testing The Abilities Of Pupils To Outline". School Review: Vol. 46: January, 1938.

23. McKee, P.
"Certain Matters Of Importance In The Teaching Of Reading". Elementary English Review: Vol. 14: April, 1937.

24. McKee, P.
Reading And Literature In The Elementary School. Houghton Mifflin Company, Boston, 1934.

25. McMillin, M. "How To Make An Outline". The Instructor: Vol. 54: February, 1945.

26. Salisbury, R. "A Study Of The Transfer Effects Of Training In Logical Organization". Journal of Educational Research: Vol.28: December, 1934.

27. Salisbury, R. "Some Effects Of Training In Outlining". The English Journal: Vol. 24: February, 1934.

28. Smith, D. V. "What Shall We Do About English Today?" Elementary English Review: Vol. 19: November, 1942.

29. Stone, C. R. Silent And Oral Reading. Houghton Mifflin Company, Boston, 1922.

30. Strang, R. Problems In The Improvement Of Reading In High School And College. Lancaster Pa. Science Press Printing Company,1938.

31. Thorndike, E. L. "Reading As Reasoning". Journal of Educational Psychology: Vol. 8: June, 1917.

32. Traxler, A. E. "The Improvement Of Study". The School Review: Vol. 53: May, 1945.

33. Yoakam, G. A. "Essential Relationships Between Reading And The Subject Fields Or Areas Of The Curriculum". Journal of Educational Research: Vol. 38: February, 1945.

BOSTON UNIVERSITY
1 1719 02479 5454

B. U. Libraries
Not to be
taken from this room